

## Writing Medium Term Plan Fox Class (Y4/5)

### Term 2 Autumn 2023

#### **Y4 Learning Outcomes:**

Year 4: (Ongoing)

1. I can write for a range of purposes and audiences based on personal experience and high-quality texts.
14. I can use paragraphs to organise my writing.
16. I can evaluate and edit my writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y4 grammar and spelling expectations.
19. I can maintain neat, legible handwriting that is joined consistently.
20. I can use all the punctuation I have been taught so far (full stops, capital letters, ?, !, all types of apostrophe, commas in a list, inverted commas).

Year 5:

- 1a. I can use legible joined writing consistently
- 2a. I can use a dictionary and thesaurus effectively
- 5a. I can proof read and edit my writing effectively
- 7a. I can write for a range of purposes and audiences based on personal experiences and high quality texts.
- 4a. I meet the Y5 expectations for our chosen spelling scheme (SCODE)
- 26a. I can evaluate my writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Year 5 grammar and spelling expectations.

#### **Year 4 (termly):**

4. I can develop settings linked to the genre and intended effect (use senses)
6. I can use non-narrative features (headings, sub-headings, columns, captions) to structure my writing
7. I can develop characters in my writing through action and dialogue (Show not tell)
9. I can use fronted adverbials for place.
10. I can develop settings linked to the genre and intended effect (describe impact of setting on characters)
11. I can use similes and alliteration in my writing
13. I can use precise nouns and technical vocabulary within non-fiction (fern-like plants instead of plants, macaw instead of bird)
23. I can write complex sentences with a subordinate clause at the start and at the end of the sentence
25. I can use a comma after a fronted adverbial
27. Use noun phrases with modifying adjectives
28. Use inverted commas and other punctuation accurately to mark speech
29. I can identify main and subordinate clauses.

#### **Year 5:**

- 9a. To use a range of cohesive devices within paragraphs.
- 10a. I can write sentences with the subordinate clause at the start and **end of the sentence** (as, when, while)
- 12a. I can use imaginative and ambitious vocabulary which has been carefully chosen.
- 15a. I can develop settings and atmosphere in detail (links between the place)
- 16a. I can use figurative language in my writing (simile)
- 21a. I can use all the punctuation I've been taught so far (FS, CL, !, ?, commas in a list, apostrophes – all types) mostly correctly.

**Writing Medium Term Plan Fox Class (Y4/5)**  
**Term 2 Autumn 2023**

<b>Weeks 1-5: Narrative – Hansel and Gretel - Description</b>			
<b>Week 6-7: Non-fiction - Explanation – Rainforest/deforestation</b>			
<b>Flexible groupings will be used on gap filling in small groups.</b>			
<b>Week</b>	<b>Learning Objectives</b>	<b>SPaG</b>	<b>Spelling Focus</b>
1 30 <sup>th</sup> Oct  27 12a 4 15a	<p>To learn the story of Hansel and Gretel using our story map.</p> <p>To box up Hansel and Gretel.</p> <p>To create a description success criteria. To write a setting description using expanded noun phrases.</p> <p>To edit and improve our setting description using our senses.</p> <p>To develop our setting description by adding atmosphere.</p>	Expanded noun phrases	<p><b>Year 4:</b> focus sound /g/ coded <i>g, gu, gue, gh</i></p> <p>including curriculum words; <i>grammar, group</i></p> <p><b>Year 5:</b> Suffix -ment</p>
2 6 <sup>th</sup> Nov  11 16a 29 23 10a	<p>To write sentences using alliteration.</p> <p>To add similes to our description.</p> <p>To identify main and subordinate clauses.</p> <p>To write complex sentences with a subordinate clause at the start of the sentence.</p> <p>I can write complex sentences with a subordinate clause at the end of the sentence.</p>	<p>Expanded noun phrases</p> <p>Alliteration</p> <p>Similes</p> <p>Complex sentences</p>	<p><b>Year 4:</b> focus sound /g/ coded <i>g, gu, gue, gh</i></p> <p>including curriculum words; <i>grammar, group</i></p> <p><b>Year 5:</b> Word endings –ent and -ment</p>
3 13 <sup>th</sup> Nov  28 7 9 25	<p>To identify and add in speech to the story of Hansel and Gretel. 28</p> <p>To develop characters in my writing through action and dialogue (Show not tell) (2 lessons)</p> <p>To identify fronted adverbials for place.</p> <p>To write sentences with fronted adverbials for place and punctuate them correctly.</p>	<p>Direct speech using inverted commas</p> <p>Fronted adverbials for place</p>	<p><b>Year 4:</b> focus sound /ai/ coded <i>a_e, a, ai, ay, ey, eigh, ei</i></p> <p>including curriculum words; <i>separate, favourite, famous, occasion, strange, potatoes, weight, eight, eighth, reign, straight</i></p> <p><b>Year 5:</b> Prefix – ambi and homophones – complement/compliment</p>

**Writing Medium Term Plan Fox Class (Y4/5)**  
**Term 2 Autumn 2023**

<p>4 20<sup>th</sup> Nov</p> <p>14 16 19</p> <p>20 1a 5a 26a</p> <p>4 7 9 10 11 23 25 27 28 29 9a 10a 12a 15a 16a 21a</p>	<p>To box up our own version of Hansel and Gretel.</p> <p>To share write a setting description for Hansel and Gretel using the success criteria.</p> <p>To independently write a setting description for Hansel and Gretel using the success criteria.</p> <p>To write the opening, build up and problem to our own version of Hansel and Gretel.</p> <p>To write the resolution and ending to our own version of Hansel and Gretel.</p>	<p>Expanded noun phrases Direct speech using inverted commas Fronted adverbials for place Complex sentences Similes Alliteration</p>	<p><b>Year 4:</b> focus sound /ai/ coded a_e, a, ai, ay, ey, eigh, ei including curriculum words; separate, favourite, famous, occasion, strange, potatoes, weight, eight, eighth, reign, straight</p> <p><b>Year 5:</b> Word ending –ent</p>
<p>5 27<sup>th</sup> Nov</p> <p>14 16 19</p> <p>20 1a 5a 26a</p> <p>4 7 9 10 11 23 25 27 28 29 9a 10a 12a 15a 16a 21a</p>	<p>To edit and improve our Hansel and Gretel stories.</p> <p>To independently box up a descriptive story based on Hansel and Gretel.</p> <p>To independently write a descriptive story based on Hansel and Gretel. (2 lessons)</p> <p>To edit and improve our independent stories.</p>	<p>Expanded noun phrases Direct speech using inverted commas Fronted adverbials for place Complex sentences Similes Alliteration</p>	<p><b>Year 4:</b> Year 4 assessment week</p> <p><b>Year 5:</b> Year 5 assessment week</p>

**Writing Medium Term Plan Fox Class (Y4/5)**  
**Term 2 Autumn 2023**

<p>6 4<sup>th</sup> Dec</p> <p>14 16 19 20 1a 5a 26a</p> <p>6 13 23 27</p>	<p>To write our independent stories into our special writing books. (2 lessons)</p> <p>To identify the features of an explanation text.</p> <p>To research into deforestation. (2 lessons – 1 from powerpoint and one using laptops)</p> <p>To plan an explanation text about deforestation.</p>	<p>Expanded noun phrases Complex sentences Precise nouns and technical vocabulary</p>	<p><b>Year 4:</b> Hip homophones; grate/great, stake/steak, mane/main, pain/pane, mail/male, sale/sail</p> <p><b>Year 5:</b> Word ending –ant</p>
<p>7 11<sup>th</sup> Dec</p> <p>14 16 19 20 1a 5a 26a</p>	<p>To write an explanation text about deforestation.</p> <p>To edit and redraft the explanation text about deforestation.</p>	<p>Expanded noun phrases Complex sentences Precise nouns and technical vocabulary</p>	<p><b>Year 4:</b> Apostrophe Academy Contractions &amp; Possession End of unit test</p> <p><b>Year 5:</b> Word endings –ant and –ent Have you cracked the code? End of unit test</p>